



Tuesday 12/06/2022

Week 1

4th VA

Warm and cool snowflakes**Arts Standards & Common Core Connections**

VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.

VA:Cr1 Generate and conceptualize artistic ideas and work.

Students will experiment with the art making processes using water, watercolor paint, paint resist, and paint additives. Students will see how time/ drying changes the final painting.

Vocabulary

Complementary color- colors the are opposite of each other on the color wheel.

Pigment- A powdered coloring material that forms the basis of painting, drawing, and printing media.

Terms:

Wax resist (Oil pastel used for color and resist of watercolor paint)

Dry brush (pigmented brush and dry paper)

Wet on wet (paint onto wet paper)

Effects: rubbing alcohol, coffee, and salt

Essential Question

How do artists determine whether a particular direction is effective? (VA Cr2)

Lesson / Instruction / Narrative

Expectations

Hello 3th graders, I hope everyone is ready to make some art! During art class our art attitude matters and I have three expectations of you to help us have a successful art class:

1. Listen and follow directions.
2. Raise your hand.
3. Be nice to yourself and others.

Today's art lesson we are going to experiment with some art making processes to create a unique winter themed artwork.

Context

Watercolor painting is extremely old, dating perhaps to the cave paintings of paleolithic Europe. Watercolor painting had been used in ancient Egyptian times for manuscript illustration as well as in Europe during the middle ages.

Students will:

1. Listen and watch a slide presentation on experimentation with watercolors.
2. Write name on back of watercolor paper.
3. Draw in pencil 3 imagined snowflakes using reference material on watercolor paper.
4. Use white oil pastel to trace over pencil drawing of snowflakes.
5. Use color pastels to enhance snowflake shapes.
6. Apply water to back of watercolor paper to counteract paper curl.
7. Apply warm and cool watercolors across whole paper.
8. When artwork is wet choose a modifier; rubbing alcohol, coffee grounds, or salt to explore alternative painting processes.
9. Allow painting to dry for a few hours or overnight and dust off coffee and salt to see results.

Formative Assessments**Direct Observation**

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Practice

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

<div><div>Kinesthetic Signals</div><div>Movement to signal understanding. Hand signals such a Thumbs-Up, Thumbs-Down; Point and Identify</div><div>Visual Representations</div><div>Images and words to represent concepts and organize information through means such as Visual Journaling, Graphic Organizers, Mind Maps, or Infographics.</div></div>
<div><div>Instructional Strategies</div><div><div>s</div> Expectations</div><div><div>s</div> Modeling</div><div><div>s</div> Monitor Progress</div></div>
<div><div>Materials / Resources / Technology</div><div>Watercolor paint</div><div>Paper</div><div>Brushes</div><div>Water</div><div>Coffee grounds</div><div>Rubbing Alcohol</div><div>Salt</div></div>
<div><div>Differentiation / Modifications</div><div>EEL and or special needs student may buddy with other student to assist or given the option to draw their ideas or express then in their own language.</div></div>